

**California Department of Education
English Language Development Standards for Grades 11–12**

Section 1: Goal, Critical Principles, and Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways (page 1 of 2)

Corresponding Common Core State Standards for English Language Arts*

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.11-12.1,6; L.11-12.3,6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.11-12.6; WHST.11-12.6; SL.11-12.2; L.11-12.3,6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.11-12.1; HST.11-12.1; SL.11-12.1,4,6; L.11-12.3,6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.11-12.4-5; WHST.11-12.4-5; SL.11-12.6; L.11-12.1,3,6

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts	• SL.11-12.1,3,6; L.11-12.1,3,6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.11-12.1-7,9-10; RI.11-12.1-10; RH.11-12.1-10; RST.11-12.1-10; SL.11-12.2; L.11-12.1,3,6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.11-12.4-5; RI.11-12.4,6,8; RH.11-12.4-6,8; RST.11-12.4-6,8; SL.11-12.3; L.11-12.3,5-6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.11-12.4-5; RI.11-12.4-5; RH.11-12.4-5; RST.11-12.4-5; SL.11-12.3; L.11-12.3,5-6

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Part I: Interacting in Meaningful Ways (page 2 of 2)	Standards Corresponding Common Core State for English Language Arts *
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C. Productive

9. Expressing information and ideas in formal oral presentations on academic topic	• SL.11-12.4-6; L.11-12.1,3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.11-12.1-10; WHST.11-12.1-2,4-10; L.11-12.1-6
11. Justifying own arguments and evaluating others' arguments in writing	• W.11-12.1,8-9; WHST.11-12.1,8-9; L.11-12.1-3,6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.11-12.4-5; WHST.11-12.4-5; SL.11-12.4,6; L.11-12.1,3,5-6

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Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts	
1. Understanding text structure	<ul style="list-style-type: none"> • RL.11-12.5; RI.11-12.5; RH.11-12.5; RST.11-12.5; W.11-12.1-5,10; WHST.11-12.1-2,4-5,10; SL.11-12.4
2. Understanding cohesion	<ul style="list-style-type: none"> • RI.11-12.5; RH.11-12.5; RST.11-12.5; W.11-12.1-5,10; WHST.11-12.1-2,4-5,10; L.11-12.1,3-6
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	<ul style="list-style-type: none"> • W.11-12.5; WHST.11-12.5; SL.11-12.6; L.11-12.1,3-6
4. Using nouns and noun phrases	<ul style="list-style-type: none"> • W.11-12.5; WHST.11-12.5; SL.11-12.6; L.11-12.1,3-6
5. Modifying to add details	<ul style="list-style-type: none"> • W.11-12.4-5; WHST.11-12.4-5; SL.11-12.6; L.11-12.1,3-6
C. Connecting and Condensing Ideas	
6. Connecting ideas	<ul style="list-style-type: none"> • W.11-12.1-5; WHST.11-12.1-2,4-5; SL.11-12.4,6; L.11-12.1,3-6
7. Condensing ideas	<ul style="list-style-type: none"> • W.11-12.1-5; WHST.11-12.1-2,4-5; SL.11-12.4,6; L.11-12.1,3-6
Part III: Using Foundational Literacy Skills	<ul style="list-style-type: none"> • RF.K-1.1-4; RF.2-5.3-4 (as appropriate)

* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA) and, for grades 6–12, Literacy in History/Social Studies, Science, and Technical Subjects. English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Note: **Examples** provided in specific standards *are offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

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Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.11-12.1,6; L.11-12.3,6 W.11-12.6; WHST.11-12.6; SL.11-12.2; L.11-12.3,6 W.11-12.1; WHST.11-12.1; SL.11-12.1,4,6; L.11-12.3,6 W.11-12.4-5; WHST.4-5; SL.11-12.6; L.11-12.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative (page 1 of 2)	<p style="text-align: center;">Emerging</p> <p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using phrases and short sentences.</p> <p>2. Interacting via written English Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p style="text-align: center;">Expanding</p> <p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p> <p>2. Interacting via written English Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p style="text-align: center;">Bridging</p> <p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</p> <p>2. Interacting via written English Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>

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<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.11-12.1,6; L.11-12.3,6 W.11-12.6; WHST.11-12.6; SL.11-12.2; L.11-12.3,6 W.11-12.1; WHST.11-12.1; SL.11-12.1,4,6; L.11-12.3,6 W.11-12.4-5; WHST.4-5; SL.11-12.6; L.11-12.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative (page 2 of 2)	<p style="text-align: center;">Emerging</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend opinions.</p> <p>4. Adapting language choices Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</p>	<p style="text-align: center;">Expanding</p> <p>3. Supporting opinions and persuading others Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point but my view is . . .</i>) and open responses to express and defend nuanced opinions.</p> <p>4. Adapting language choices Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p style="text-align: center;">Bridging</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue.</i>) and open responses to express and defend nuanced opinions.</p> <p>4. Adapting language choices Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), and audience (e.g., peers, teachers, college recruiter).</p>

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Part I: Interacting in Meaningful Ways**

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.11-12.1,3,6; L.11-12.1,3,6</p> <p>6. RL.11-12.1-7,9-10; RI.11-12.1-10; RH.11-12.1-10; RST.11-12.1-10; SL.11-12.2; L.11-12.1,3,6</p> <p>7. RL.11-12.4-5; RI.11-12.4,6,8; RH.11-12.4-6,8; RST.11-12.4-6,8; SL.11-12.3; L.11-12.3,5-6</p> <p>8. RL.11-12.4-5; RI.11-12.4-5; RH.11-12.4-5; RST.11-12.4-5; SL.11-12.3; L.11-12.3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Interpretive (page 1 of 2)	<p style="text-align: center;">Emerging</p> <p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</p> <p>b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i>).</p> <p>c) Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p style="text-align: center;">Expanding</p> <p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b) Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</p> <p>c) Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p style="text-align: center;">Bridging</p> <p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p> <p>b) Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p> <p>c) Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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Part I: Interacting in Meaningful Ways**

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.11-12.1,3,6; L.11-12.1,3,6</p> <p>6. RL.11-12.1-7,9-10; RI.11-12.1-10; RH.11-12.1-10; RST.11-12.1-10; SL.11-12.2; L.11-12.1,3,6</p> <p>7. RL.11-12.4-5; RI.11-12.4,6,8; RH.11-12.4-6,8; RST.11-12.4-6,8; SL.11-12.3; L.11-12.3,5-6</p> <p>8. RL.11-12.4-5; RI.11-12.4-5; RH.11-12.4-5; RST.11-12.4-5; SL.11-12.3; L.11-12.3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Interpretive (page 2 of 2)	<p style="text-align: center;">Emerging</p> <p>7. Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p> <p>8. Analyzing language choices Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances or different effects on the audience.</p>	<p style="text-align: center;">Expanding</p> <p>7. Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p> <p>8. Analyzing language choices Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</p>	<p style="text-align: center;">Bridging</p> <p>7. Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p> <p>8. Analyzing language choices Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts:</p> <p>9. SL.11-12.4-6; L.11-12.1,3</p> <p>10. W.11-12.1-10; WHST.11-12.1-2,4-10; L.11-12.1-6</p> <p>11. W.11-12.1,8-9; WHST.11-12.1,8-9; L.11-12.1-3,6</p> <p>12. W.11-12.4-5; WHST.11-12.4-5; SL.11-12.4,6; L.11-12.1,3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Productive (page 1 of 2)	<p style="text-align: center;">Emerging</p> <p>9. Presenting Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</p> <p>10. Writing a) Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p style="text-align: center;">Expanding</p> <p>9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.</p> <p>10. Writing a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p style="text-align: center;">Bridging</p> <p>9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.</p> <p>10. Writing a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

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Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts:</p> <p>9. SL.11-12.4-6; L.11-12.1,3</p> <p>10. W.11-12.1-10; WHST.11-12.1-2,4-10; L.11-12.1-6</p> <p>11. W.11-12.1,8-9; WHST.11-12.1,8-9; L.11-12.1-3,6</p> <p>12. W.11-12.4-5; WHST.11-12.4-5; SL.11-12.4,6; L.11-12.1,3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Productive (page 2 of 2)	<p style="text-align: center;">Emerging</p> <p>11. Justifying/arguing a) Justify opinions by articulating some textual evidence or background knowledge with visual support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can</i>, <i>may</i>).</p> <p>12. Selecting language resources a) Use familiar general academic (e.g., <i>temperature</i>, <i>document</i>) and domain-specific (e.g., <i>cell</i>, <i>the Depression</i>) words to create clear spoken and written texts.</p> <p>b) Use knowledge of morphology to appropriately select basic affixes (e.g., The news media <i>relies</i> on official sources.).</p>	<p style="text-align: center;">Expanding</p> <p>11. Justifying/arguing a) Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely</i>, <i>could/would</i>).</p> <p>12. Selecting language resources a) Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy</i>, <i>dissuade</i>) and domain-specific (e.g., <i>chromosome</i>, <i>federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).</p>	<p style="text-align: center;">Bridging</p> <p>11. Justifying/arguing a) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely</i>, <i>should/might</i>).</p> <p>12. Selecting language resources a) Use a variety of grade-appropriate general (e.g., <i>alleviate</i>, <i>salutary</i>) and domain-specific (e.g., <i>soliloquy</i>, <i>microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i>).</p>

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Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> RL.11-12.5; RI.11-12.5; RH.11-12.5; RST.11-12.5; W.11-12.1-5,10; WHST.11-12.1-2,4-5,10; SL.11-12.4 RI.11-12.5; RH.11-12.5; RST.11-12.5; W.11-12.1-5,10; WHST.11-12.1-2,4-5,10; L.11-12.1,3-6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Structuring Cohesive Texts	<p style="text-align: center;">Emerging</p> <p>1. Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts, and narratives.</p> <p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p>b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first</i>, <i>second</i>, <i>finally</i>) to comprehending and writing brief texts.</p>	<p style="text-align: center;">Expanding</p> <p>1. Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.</p> <p>2. Understanding cohesion a) Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p>b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>meanwhile</i>, <i>however</i>, <i>on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p style="text-align: center;">Bridging</p> <p>1. Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.</p> <p>2. Understanding cohesion a) Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.</p> <p>b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary</i>, <i>in addition</i>, <i>moreover</i>) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.</p>

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English Language Development Standards for Grades 11–12**

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.11-12.5; WHST.11-12.5; SL.11-12.6; L.11-12.1,3-6</p> <p>4. W.11-12.5; WHST.11-12.5; SL.11-12.6; L.11-12.1,3-6</p> <p>5. W.11-12.4-5; WHST.11-12.4-5; SL.11-12.6; L.11-12.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Expanding & Enriching Ideas	<p>Emerging</p> <p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline to create short texts on familiar academic topics.</p> <p>4. Using nouns and noun phrases Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p> <p>5. Modifying to add details Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.</p>	<p>Expanding</p> <p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p> <p>5. Modifying to add details Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.</p>	<p>Bridging</p> <p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future), aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p> <p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p> <p>5. Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

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Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.11-12.1-5; WHST.11-12.1-2,4-5; SL.11-12.4,6; L.11-12.1,3-6</p> <p>7. W.11-12.1-5; WHST.11-12.1-2,4-5; SL.11-12.4,6; L.11-12.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include: stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Connecting & Condensing Ideas	<p>Emerging</p> <p>6. Connecting ideas Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>) to make connections between and join ideas (e.g., <i>I want to read this book because it tells the history of Pi.</i>).</p> <p>7. Condensing ideas Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses.</i>).</p>	<p>Expanding</p> <p>6. Connecting ideas Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).</p> <p>7. Condensing ideas Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared.</i>).</p>	<p>Bridging</p> <p>6. Connecting ideas Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the work force.</i>).</p> <p>7. Condensing ideas Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year.</i>).</p>

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Section 2: Elaboration on Critical Principles for Academic Language Development and Cognition Part III: Using Foundational Literacy Skills	
Foundational Literacy Skills: Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).